

SALUDA SCHOOL DISTRICT

404 N. Wise Road
Saluda, S.C. 29138

GRADES PK-12

ENROLLMENT 2,075 Students

SUPERINTENDENT Dr. Pete Stone

864-445-8441

BOARD CHAIR Ben Harrison

864-445-8632

FISCAL AUTHORITY County Council

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

5

16

1

0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

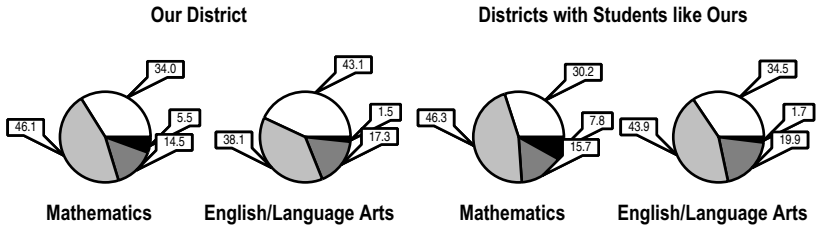
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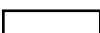
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Good	N/A
2002	Average	Below Average	N/A
2003	Average	Average	N/A
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our District			Districts with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	51.1	58.0	53.8	64.7	62.3	64.0
Passed 2 subtests	18.0	16.8	17.6	17.9	18.9	18.0
Passed 1 subtest	17.3	16.0	13.4	10.4	11.9	10.3
Passed no subtests	13.5	9.2	14.3	7.0	6.9	7.1

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our District	Districts with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	17.6	12.3
Seniors who met the SAT requirement	17.6	12.6
Seniors who met the grade point average	65.7	49.3

*Using only the SAT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	1,023	99.4	43.1	38.1	17.3	1.5	18.8	17.6
Gender								
Male	517	99.2	48.6	34.9	15.2	1.3	16.5	17.6
Female	506	99.6	37.0	41.7	19.6	1.7	21.3	17.6
Racial/Ethnic Group								
White	494	99.8	25.9	45.3	26.3	2.6	28.9	17.6
African-American	416	99.3	57.2	33.0	9.3	0.5	9.8	17.6
Asian/Pacific Islander	1	100.0						17.6
Hispanic	112	98.2	70.2	23.8	6.0		6.0	17.6
American Indian/Alaskan		0.0						17.6
Disability Status								
Not disabled	868	99.8	36.6	42.3	19.4	1.7	21.1	17.6
Disabled	155	97.4	87.6	9.9	2.5		2.5	17.6
Migrant Status								
Migrant		0.0	81.3	18.8				17.6
Non-migrant	1,023	99.4	41.4	39.0	18.0	1.5	19.6	17.6
English Proficiency								
Limited English proficient	70	97.1	82.0	14.8	3.3		3.3	17.6
Non-limited English proficient	953	99.6	40.1	39.8	18.5	1.6	20.1	17.6
Socio-Economic Status								
Subsidized meals	649	99.2	55.1	33.6	11.0	0.3	11.3	17.6
Full-pay meals	374	99.7	22.4	46.2	28.0	3.4	31.4	17.6

Mathematics								
All students	1,023	99.7	34.0	46.1	14.5	5.5	19.9	15.5
Gender								
Male	517	99.6	32.3	45.3	16.4	6.0	22.3	15.5
Female	506	99.8	34.6	47.6	12.7	5.1	17.8	15.5
Racial/Ethnic Group								
White	494	99.6	16.6	51.7	21.8	9.9	31.7	15.5
African-American	416	99.8	48.2	42.6	8.2	1.0	9.2	15.5
Asian/Pacific Islander	1	100.0						15.5
Hispanic	112	100.0	58.1	36.0	3.5	2.3	5.8	15.5
American Indian/Alaskan		0.0						15.5
Disability Status								
Not disabled	868	100.0	28.5	48.8	16.5	6.2	22.7	15.5
Disabled	155	98.1	70.7	27.6	0.8	0.8	1.6	15.5
Migrant Status								
Migrant		0.0	69.7	24.2	6.1		6.1	15.5
Non-migrant	1,023	99.7	32.2	47.2	14.9	5.7	20.6	15.5
English Proficiency								
Limited English proficient	70	100.0	66.7	30.2	1.6	1.6	3.2	15.5
Non-limited English proficient	953	99.7	31.3	47.3	15.6	5.8	21.4	15.5
Socio-Economic Status								
Subsidized meals	649	99.8	44.4	45.2	8.0	2.4	10.4	15.5
Full-pay meals	374	99.5	15.3	48.4	25.5	10.8	36.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced and Proficient
English/Language Arts							
2002	Grade 3	152		36.1	34.0	28.6	1.4
	Grade 4	186		38.1	40.3	21.0	0.6
	Grade 5	164		43.2	45.8	11.0	
	Grade 6	161		37.2	35.3	23.7	3.8
	Grade 7	142		23.0	43.0	31.9	2.2
	Grade 8	136		38.3	42.1	13.5	6.0
2003	Grade 3	181	99.4	34.3	33.1	31.4	1.2
	Grade 4	170	99.4	42.3	35.9	19.9	1.9
	Grade 5	183	97.8	52.4	37.5	8.9	1.2
	Grade 6	175	100.0	51.5	37.6	10.3	0.6
	Grade 7	162	100.0	42.0	43.4	12.6	2.1
	Grade 8	152	100.0	35.0	42.7	20.3	2.1

Mathematics							
2002	Grade 3	152		46.3	36.1	12.2	5.4
	Grade 4	186		47.8	33.2	14.7	4.3
	Grade 5	164		41.1	45.6	10.8	2.5
	Grade 6	161		43.2	42.6	8.4	5.8
	Grade 7	142		35.6	35.6	20.0	8.9
	Grade 8	136		45.9	42.9	7.5	3.8
2003	Grade 3	181	100.0	30.0	51.2	15.3	3.5
	Grade 4	170	100.0	28.0	55.4	14.6	1.9
	Grade 5	183	98.9	40.4	47.4	8.2	4.1
	Grade 6	175	100.0	37.0	33.9	18.8	10.3
	Grade 7	162	99.4	36.6	43.0	13.4	7.0
	Grade 8	152	100.0	31.5	45.5	16.8	6.3

STATE PERFORMANCE ON NATIONAL TESTS

Terra Nova: a national, norm-referenced achievement test.

Percentage of students scoring in the upper half, 2002								
Grade	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
3	49.2	50.0	51.5	50.0	58.2	50.0	54.8	50.0
6	57.6	50.0	49.0	50.0	51.2	50.0	51.4	50.0
9*	56.1	50.0	46.8	50.0	51.6	50.0	51.2	50.0

* Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

National Assessment of Educational Progress: a national, criterion-referenced achievement test.

Percent of students scoring									
Test	Grade	Year	Advanced		Proficient		Basic		Below Basic
			State	Nation	State	Nation	State	Nation	State
Reading	8	2002	1	3	23	30	44	43	32
Writing	4	2002	1	2	16	26	65	58	18
Mathematics	8	2000	2	5	15	22	37	38	45

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	115	95.7%	102	17.6%	116	79.3%
Gender						
Male	53	98.1%	44	18.2%	53	73.6%
Female	62	93.5%	58	17.2%	63	84.1%
Race or Ethnic Group						
African American	39	89.7%	34	8.8%	41	65.9%
Hispanic	3	I/S	2	I/S	2	I/S
White	73	98.6%	66	22.7%	73	86.3%
Other	N/A	N/A	0	N/A	0	N/A
Disability Status						
Non-speech disabilities	1	I/S	8	0.0%	11	36.4%
Students without disabilities	114	95.6%	94	19.1%	0	83.8%
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	1	I/S	102	17.6%	0	N/A
English Proficiency						
Limited English proficient	1	I/S	1	I/S	1	I/S
Non-LEP	114	95.6%	101	17.8%	115	79.1%
Lunch Status						
Subsidized meals	40	90.0%	26	7.7%	37	59.5%
Full-pay meals	75	98.7%	76	21.1%	79	88.6%

* Using only the SAT and grade point average requirements
n = number of students on which percentage is calculated

2002-2003 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2002	2003	2002	2003	2002	2003
District	478	467	492	483	970	950
State	488	493	493	496	981	989
Nation	504	507	516	519	1020	1026

ACT	English		Math		Reading		Science		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
District	16.6	17.8	17.6	17.4	17.6	18.3	17.9	18.3	17.6	18.1
State	18.8	18.7	19.1	19.0	19.3	19.4	19.2	19.2	19.2	19.2
Nation	20.2	20.3	20.6	20.6	21.1	21.2	20.8	20.8	20.8	20.8

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

	2002	2003
Saluda Middle School	Yes	Yes

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 2,075)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.3%	Down from 4.5%	4.2%	4.0%
Attendance rate	96.8%	Up from 96.7%	95.3%	95.4%
Meeting grade 1 & 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	10.9%	Up from 9.3%	10.4%	10.7%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.4%	Up from 11.2%	11.1%	10.6%
Older than usual for grade	3.7%	Down from 4.1%	5.3%	5.5%
Suspended or expelled	0.3%	Down from 0.5%	1.3%	1.6%
Enrolled in AP/IB programs	14.2%	N/A	N/A	10.0%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	100	Up from 52	127	186
Completions in adult education GED or diploma programs	16	Down from 26	56	40

Teachers (n= 164)				
Teachers with advanced degrees	40.9%	Down from 41.7%	45.2%	47.8%
Continuing contract teachers	73.8%	Up from 72.6%	83.8%	82.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	80.2%	Up from 78.1%	88.9%	89.5%
Teacher attendance rate	95.5%	Up from 95.4%	95.0%	95.1%
Average teacher salary	\$35,401	Down 1.7%	\$38,953	\$39,707
Prof. development days/teacher	12.0 days	Up from 8.0 days	11.5 days	11.3 days

District				
Superintendent's years at district	1.0	Up from 0.5	3.0	3.0
Student-teacher ratio	24.0 to 1	Up from 15.7 to 1	19.8 to 1	20.6 to 1
Prime instructional time	90.8%	Up from 89.4%	88.6%	89.0%
Dollars spent per pupil*	\$8,227	Up 15.5%	\$7,392	\$7,412
Percent spent on teacher salaries*	52.7%	Down from 53.6%	56.1%	56.0%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
Parents attending conferences	98.2%	Down from 98.4%	95.7%	96.1%
Number of schools	4	No change	10	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Portable classrooms	2.4%	Down from 9.1%	2.3%	3.5%
Average age in years of school facility	22	N/A	28	26
Number of schools with SACS accreditation	4	N/A	9	8

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable	N/C Not Collected	N/R Not Reported	I/S Insufficient Sample
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SCHOOL DISTRICT GOVERNANCE

Board Membership

7 trustees elected to single-member seats

Fiscal Authority

County Council

Average Number of Hours of Training Annually

9.0 per board member

Percent new trustees completing orientation

N/A

DISTRICT SUPERINTENDENT'S REPORT

The 2002-2003 school year was marked with severe state budget cuts. To maintain academic integrity during this critical time, the district turned to grant funding, reorganization of personnel, restructuring of the school schedule, and retraining of staff to align all operations to a focus on reading and math.

Even with the financial cuts, Saluda School District One continued to receive a number of awards during 2002-2003. Two schools received the Palmetto Silver Award, our web page received a merit award from the National School Public Relations Association, two teachers were selected to present at the state Educational Tech Conference, a number of teachers were featured in an article in the Palmetto Administrator on the integration of technology, and our Fine Arts teachers wrote a grant providing cultural performances in each school.

Academically, we know we are not where we should be, but we now have in place a 4-year plan to help us raise academic achievement. This year, students began a new program called "academy time." After a diagnostic math assessment, students began to receive math instruction tailored to their individual needs.

This summer, we will begin a massive retraining of teachers and administrators. Staff will participate in the Literacy Institute: Reading Instruction and Assessment. After this 3-week training, teachers will be able to authentically assess each child's reading ability and develop lesson plans to address the individual child's needs in reading.

With the increased staff training, the single focus on reading and math, the reorganization and restructuring, Saluda District One has now embarked on its plan-"Teaching Children to Teach Themselves: so that they will become independent of us."

Dr. Pete Stone, Superintendent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

